

TCDSB K to 12 Professional Learning Form 2017-2018

SCHOOL - Prin - Sup	Epiphany of Our Lord Catholic Academy – D. Martil – K. Malcolm
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Based on analysis of the data, in collaboration with staff identify a critical learning need area or strategy that addresses the learning of your school community (i.e., numeracy, assessment, problem solving, inquiry learning, learning skills, etc.)

BACKGROUND – DATA ANALYSIS

Student Achievement Data (EQAO, CAT4, etc.)	Perceptual Data (Survey data, School Climate, etc.)	Demographic Data (N tiles, etc)	Program Data (Empower, 5 th Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
<p>-CAT4 results over the years have been lower for Literacy skills (reading, vocabulary, language/writing conventions, spelling)</p> <p>- EQAO results over the years have been lower for Numeracy skills</p> <p>- EQAO results in 2016-2017 greatly affected by student absences, exemptions, and special education needs, as the total number of students in grade 3 (23) and grade 6 (13) were so low</p>	<p>- a number of students (26%) in the school with IEPs receiving modifications and/or accommodations</p> <p>- EQAO Survey: 100 % of Gr. 3s and 6s indicated liking reading most or some of the time, while 83% of Gr. 3s and 6s indicated liking math most or some of the time</p> <p>- SCCSC Survey: 84% of students had one or both parents born outside of Canada; 46% spoke mostly a language other than English at home</p>	<p>- significant changes in demographic data from previous years to this year, with more indicators in the 1-3 Ntiles than in previous years</p> <p>- Low Family Income, Students Born Outside of Canada, and Parent Unemployment all in the 1 Ntile</p> <p>- Government Transfer Payments in the 2 Ntile</p>	<p>- 0.5 ESL</p> <p>- 1.0 Special Education (SET)</p> <p>- EA, CYC Candidates, and Teacher Candidates in some classrooms to support students</p> <p>- Empower Program no longer at the school</p>	<p>- Math Lead to attend Year 2 in-services</p> <p>- SSLN to focus on Math initiatives</p>

URGENT CRITICAL LEARNING NEED Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Students lacking in understanding the language/mathematical vocabulary and meta cognition to determine the important information, select the appropriate computational strategy and communicate their understanding when problem solving.
From the data, what learning conditions will support increased achievement?	<ul style="list-style-type: none"> - greater consistency with math strategies implemented across the grades - greater student engagement, math talk, participation and ownership of learning - promoting parent awareness and engagement

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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How do we support students in understanding the language/mathematical vocabulary in order to be able to determine the important information, select the appropriate computational strategy and communicate their understanding?
If... Then... Statement:	If staff assist students to understand the language/mathematical vocabulary and increase meta cognition, then students will be better able to determine the important information, select the appropriate computational strategy and communicate their understanding when problem solving.
Learning Goals (related to urgent critical learning need)	<ul style="list-style-type: none"> - help students identify important information and develop strategies to solve problems based on the CUBE method - assist students in understanding the three Mathematical Processes (Computation, Problem Solving and Communication)
Marker groups that will receive intervention	- students who are 2.5-2.9, just below a Level 3 (3-5 students/class)
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> - focus on understanding of math vocabulary – Math Word Wall - CUBE method - facilitate student communication - technology – iPads, laptops - apps, websites: Mad Math Lite, To Do Math, MathMateer, Prodigy - dedicated time to essential computational skills; Mad Minute - www.explorellearning.com (Gizmos, Gr. 3-5) - greater use of manipulatives - what does it look like/not look like template - Success Criteria for Mathematical Processes - consistency in what is used from grade to grade and year to year
What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	<ul style="list-style-type: none"> - sharing of best practices amongst staff - Math Lead attending Year 2 in-services - involving Parent Council in the discussion - engaging/involving parents
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> - focus on understanding of Math vocabulary - dedicated time to essential computational skills - technology; software - manipulatives
PD Required for Staff	<ul style="list-style-type: none"> - sharing of best practices at staff meetings and group/divisional collaborations - support from Math Lead Teacher (sharing best practices from Year 1 workshops) - insight into the continuum of math skills and expectations across the grades - sharing of strategies for increasing student participation and engagement - learning about appropriate math websites, apps and programs
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> - tracking of students in marker groups through: analysis of daily student work, key assessment questions, report card marks - ongoing assessments with descriptive feedback provided - students' ability to communicate their understanding of strategies - students' ability to justify their thinking



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Resources Required (human, material, #code days)	<ul style="list-style-type: none">- manipulatives that are not already in the school- Leaps and Bounds, Jump- Code Days for JK-Gr. 3 and Gr. 4-8 groups to meet (one before Christmas/end of Nov., one after Christmas/end of Jan.)
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